

Bouncy Bear Childcare

Wellington Children's Centre, Courtland Road, Wellington, Somerset, TA21 8NE

Inspection date

Previous inspection date

02/09/2013

23/07/2013

The quality and standards of the early years provision

This inspection: 2

Previous inspection: 2

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children are very sociable, develop close friendships and are confident communicators.
- Partnerships with parents are strong. They are involved in their children's learning and the setting.
- Children are able to learn outside frequently and benefit from this opportunity.
- Staff use praise and encouragement to positively support children's learning and development.
- Management is very knowledgeable on their roles and responsibilities and are passionate about improving the quality of the provision to support children's learning.

It is not yet outstanding because

- Staff do not always use open-ended questioning to extend children's learning and thinking skills.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities throughout the nursery and in the garden.
- The inspector interviewed the owner-managers.
- The inspector took part in a joint observation with one owner-manager.
- The inspector reviewed a range of documents and policies, including children's observation and assessment records.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Katherine Lamb

Full Report

Information about the setting

Bouncy Bear Childcare was registered in 2007. It is one of two privately run nurseries owned by this provider in the same town. The nursery is situated in the children's centre based at Beech Grove Primary School in Wellington, Somerset. Accommodation consists of one main activity room with a separate section for babies, kitchen and toilet facilities. There is an enclosed area available for outdoor play. The nursery has close links with the children's centre, providing some of the creche facilities for training courses. There are also close links with Beech Grove School. The nursery is open Monday to Friday, 8am to 6pm all year round.

Bouncy Bears Childcare is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery provides funded early education for two-, three- and four-year-old children. There are currently 56 children on roll, all of whom are in the early years age range. This includes children who are learning English as an additional language.

A team of 14 staff work with the children, including the two owner-managers. One owner-manager has qualified teaching status and the other has an early years qualification at level 5. Most of the staff hold appropriate early years qualifications at level 2 and 3.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- improve staff questioning techniques, so that these extend children's learning by prompting them to think, for example by asking 'I wonder what would happen if'.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The nursery provision meets the needs of all children well. Children and staff understand the nursery routine and how sessions run. Staff show close, warm relationships with children and they know the children well. There are good teaching techniques used by most staff. This has a positive impact on children's learning and development meaning that children make good progress from their starting points on entry to the nursery. Staff actively help children to gain the skills they need for the next stage of their development and school.

Staff sit with children and talk to them about what they are doing. However, staff do not

always use effective questioning techniques with children to extend their learning further and extend their thinking skills. Children are very confident communicators; they constantly talk to their friends and engage in regular conversations with adults. Children and staff use imaginative play particularly well and staff are quick to follow children's leads. For example, a small group of children are role playing going on a car journey and they invite a staff member over to join in. The staff member reminds the children that they need to put their seat belts on if they are going on a journey. All children and the adult then pretend to put their seat belts on and 'click' them in. This shows how staff link children's play with learning opportunities. Children of all ages enjoy their time in the garden together and appreciate being able to access it for most of the day. Older children learn to support the babies and to be aware of them when in the garden together. Babies and older children are able to explore activities with staff supporting their individual needs. For example, children investigate a tray of 'gloop', a corn-flour and water mixture. They watch avidly to see what happens to the consistency when more corn-flour, water or sand is added. This helps children learn that they can influence how things change.

Staff encourage parents to share useful information about their child when they start at the nursery and throughout their time there. They have ready access to records detailing children's 'learning journeys', which they can view at any time to keep up to date on their children's progress. Ongoing assessment of children's progress helps the managers and staff to identify any gaps in achievement. Regular review meetings and discussions with children's key persons provide good opportunities for parents to take an active role in their child's learning. Appropriate arrangements are in place to complete progress checks for children aged two years.

The nursery is well resourced with designated areas to support different parts of children's learning and development. Some resources are stored in boxes that are labelled with photographs and this helps children know what is in them. This also helps to promote children's independence when it is time to tidy up. Staff plan activities to cover all areas of learning and meet children's individual needs to support their development. Children's progress records show their achievements through photographs and observations. Parents are able to contribute to these books with observations and achievements that happen at home, which includes parents in their children's learning.

The contribution of the early years provision to the well-being of children

Relationships between children and staff are very positive. The staff team work hard to ensure all children settle quickly into the setting. They clearly prioritise the well-being of children, praising them for their achievements and good behaviour. There is a very effective key person system in place and children build secure bonds with the staff. Parents say they feel staff are very attentive to their children's needs.

Mostly children are confident learners and either ask for support when needed or play happily independently. Children show they feel safe and secure through their behaviour. Staff respond well to the needs of individual children. Staff interactions with children are supportive and encourage communication and discussion throughout all age groups,

including babies. Children's emotional development benefits from these secure attachments. Staff get down to children's level to play with them. Children who learn English as an additional language are supported well as staff develop good partnership working with parents to promote continuity in care practices.

The continual sharing of information between home and the nursery means children's welfare needs are well met. Children are learning how to adopt healthy lifestyles. Staff use mealtimes to promote healthy eating with the children. Children are able to eat home cooked meals provided by the nursery. Children take it in turns to serve their own food and drinks, promoting their independence. This teaches them skills that they will need as they move to school. Meal times are a social occasion and most children are developing good table manners. Their dietary and health needs are met well as details of any allergies children have are known and considered by staff.

The rooms are checked before children arrive. A comprehensive risk assessment details required daily checks, which are recorded and referred to, to ensure the playrooms and activities are safe for the children. Children have a good level of achievements and self-confidence and are prepared well for future moves to school. In addition, there are growing links in place with local primary schools and reception teachers have been invited into the pre-school to meet the children, to support these moves.

The effectiveness of the leadership and management of the early years provision

The owner-managers have a good understanding of their responsibility in meeting all the requirements of the Early Years Foundation Stage framework. As a result, all children are well cared for and make good progress in their learning and development. There are comprehensive policies in place, including those relating to safeguarding, and staff understand and implement these policies daily. There is a robust recruitment and selection process. All staff are checked with regards to experience, qualifications and suitability. Staff undergo suitability checks and Disclosure and Barring Service checks are recorded. Staff that are waiting checks to be returned are not left unsupervised. Staff ongoing suitability is evaluated with monthly appraisals and supervision meetings to ensure staff are fit to work with the children. Management are very knowledgeable regarding their responsibility with this and have strategies in place to support staff as well as developing links with a range of external agencies to help support staff when needed. Staff are offered regular training to update their skills and knowledge appropriate to their role. They also have staff meetings to support them in their roles.

Children are well safeguarded in the setting because staff are fully aware of their roles and responsibilities. Staff complete safeguarding training and know the course of action to take if they have a concern about a child's welfare. They are also aware of what to do if they have any concerns regarding the behaviour of staff. Staff check the premises daily before the children arrive and before the afternoon session. This shows that staff understand the need to provide a safe and secure environment for children and they do this effectively.

The owner-managers are extremely passionate about working together to improve the nursery and have well-targeted action plans in place. They have a very clear vision about where they want to take the nursery and improvements that need to happen. They meet with the staff team to evaluate the provision meaning that they are all involved and work together to improve practice. Their ideas are realistic regarding strengths and areas for development for the nursery and they are already working on these.

Parents are grateful for what the staff do and find everyone friendly, approachable and professional. Parents are kept well informed about their children's time at the nursery through newsletters and informal chats as well as written daily reports. Newsletters can also be translated into different languages to support parents and involve them.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY341257
Local authority	Somerset
Inspection number	931724
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 4
Total number of places	32
Number of children on roll	56
Name of provider	Samantha Caddick & Paul Caddick Partnership
Date of previous inspection	23/07/2013
Telephone number	01823 667149

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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